

Registration for SC-DLD Pre-conference

South Carolina CEC: Division of Learning Disabilities Pre-conference
Sheraton Myrtle Beach Convention Center Hotel
Thursday, February 22, 2007

SC-DLD is sponsoring two pre-conference sessions. See the complete description on the following page.

Session #1: Math Interventions: A Three-tiered Approach

Session #2: Language Difference or Disability? Distinguishing Between Second Language Acquisition and Disabilities

Name: _____ Phone #: _____

District: _____ Job Title: _____

Address: _____

E-Mail: _____

Registration check-in begins at 9:00AM in the conference center. The workshop is from 9:30 AM to 3:30PM. A boxed lunch will be provided by the conference hotel.

To register send **CHECK** or **PURCHASE ORDER** (payable to SC-DLD) with **COMPLETED REGISTRATION FORM BY FEBRUARY 1, 2006 TO:**

Robin Fish
Clemson University
229 Holtzendorff Hall
Clemson, SC29678

For more information contact:
Robin Fish: fishre@clemson.edu
(864) 656-6968

The cost of the pre-conference is \$80. Please include check or purchase order made payable to SC-DLD. Please indicate the session for which you would like to register below (Only register for one session/person).

Session #1 _____ cost = \$80

Session #2 _____ cost = \$80

PRECONFERENCE SESSION #1

Math Interventions: A Three-tiered Approach

**SC-CEC Pre-conference – February 22, 2007
Myrtle Beach, SC**

SC-CEC Convention, February 23-24, 2007
Sponsored by South Carolina Division for Learning Disabilities



Often used mathematics interventions for students with high-incidence disabilities vary in content, approach, research support, theoretical underpinning, and necessary training. The purpose of this presentation is to present a three-tiered approach to mathematics interventions for students with high-incidence disabilities. The first tier consists of helping students decipher word problems, reorganizing content, increasing student interactions with content and teaching concepts and procedure simultaneously. The second and more involved tier consists of assessment procedures and approaches to drive instruction and strategy instruction to complement mathematics language and procedural instruction. The third and most involved tier of interventions include exogenous constructivism strategies aimed at helping children acquire and maintain knowledge of the more difficult mathematics concepts.

About the Presenters:

Bradley Witzel, Ph.D., is an assistant professor of special education at Winthrop University in Rock Hill South Carolina. His primary area of research is curriculum and instruction aimed at improving the performance of students with learning difficulties. He has published research and practitioner articles in algebra education and math education for students with and without learning disabilities as well as functional assessment and motivation procedures. Address:

Paul J. Riccomini, Ph.D., is an assistant professor in the Eugene T. Moore School of Education at Clemson University where he currently teaches graduate and undergraduate courses in special education. His primary area of research is curriculum and instruction aimed at improving the mathematical performance of students with learning difficulties.

PRECONFERENCE SESSION #2

Language Difference or Disability? Distinguishing Between Second Language Acquisition and Disabilities

**SC-CEC Pre-conference – February 22, 2007
Myrtle Beach, SC**

SC-CEC Convention, February 23-24, 2007
Sponsored by South Carolina Division for Learning Disabilities



South Carolina is experiencing dramatic growth in the Hispanic population. Schools are faced with significant challenges when educating these students, especially when they are English language learners (ELL). Those challenges are often seen in the high rate of inappropriate referrals of ELL to special education. School personnel must consider multiple variables when referring English Language learners for special education services, including native language skills, culture, and family history.

This preconference workshop addresses the misplacement of English language learners (ELL) in special education programs. The presenter will review key questions to ask in distinguishing second language acquisition from learning disabilities and will discuss recommendations for adapting the special education referral process to serve ELL's in a more effective manner.

About the Presenters:

Joyce Tardaguila-Harth is a Ph.D. candidate at the University of Florida. She has over 8 years of experience as a special education classroom teacher and is certified in English for Speakers of other Languages (ESOL). She is currently completing her dissertation on teaching dialogic reading to Mexican migrant mothers and assessing the effects on the oral language development of their preschool children.

Vivian I. Correa, Ph.D. is a Distinguished Professor of Early Childhood and Special Education at Clemson University. She has over 25 years of experience in teaching and research in special education. Her research focuses on multicultural issues in teacher education and working with culturally diverse families of children with disabilities.